

# **Pupil Premium Action Plan 2017-2018**

**Codsall Middle School**

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## Pupil Premium Action Plan

### Summary

**Key Priority**

**Increase progress and attainment of PP pupils in all year groups**

**Key Focus Areas:**

**Provide high quality teaching and learning, maximising the time for pupils to catch up**

**Effective mentoring, intervention and targeted learning**

**Maximising pupil and parent engagement**

**Barriers:**

1. PP learners with lower levels of numeracy, literacy and organisational skills;
2. PP learners with social, behavioural, emotional needs, lower engagement or lower aspirations;
3. PP learners have lower prior attainment in Maths than English
4. Attendance support needed for some PP learners; (SD, Attend, DB review)

Year 8							
		25/142		Mobile 12/25		SEND 7/25	
	HPA	MPA	LPA		HPA	MPA	LPA
English	3	12	10	Maths	1	12	12

  

Y7							
		26/123		Mobile 10/26		SEND 6/26	
	HPA	MPA	LPA		HPA	MPA	LPA
English	4	15	7	Maths	1	12	13

  

Y6							
		27/151		Mobile 0/27		SEND 4/27	
	HPA	MPA	LPA		HPA	MPA	LPA
English	4	15	8	Maths	3	12	12

  

Y5							
		24/136		Mobile 0/27		SEND 3/27	
	HPA	MPA	LPA		HPA	MPA	LPA
English	2	15	7	Maths	3	12	12

**Increase progress and attainment of PP pupils in all year groups**

Desired Outcome	Approach	Monitoring of impact	Owner	Review	Total cost
<b>Provide high quality teaching and learning, maximising the time for pupils to catch up</b>					
Improve achievement of PP pupils in Maths	<ul style="list-style-type: none"> <li>Share expertise across the MAT to improve pupils' attainment on entry (B3)</li> <li>Focus on improving the quality of teaching in Maths, adding opportunities for collaborative learning and different learning styles (KL support) (B3)</li> <li>Increase challenge for PP pupils by promoting them in sets, especially in Maths (B2, B3)</li> <li>Closely monitor the Maths Y7 catch up pupils who are eligible for PP (11 pupils) <i>EEF +5/+2 months</i></li> </ul>	<p>GL Assessments/SATs results – PP pupils progress is in line with or ahead of the cohort and pupils nationally</p> <p>Termly scrutiny with SLT re progress of PP pupils in all years as part of Middle Leader Review process</p>	JC		External support (PP portion) £500
Increase accessibility of online learning resources	<ul style="list-style-type: none"> <li>Purchase of My maths and spag.com, TT Rockstars, AR (B1, B3)</li> <li>Curriculum time (1 hr p/w) to access materials (B1)</li> <li>My Maths, Spag.com – provide greater accessibility through expanded BYGIT club (B1, B3)</li> <li>Class teachers monitor completion and support access (B1, B3) <i>EEF +4 months</i></li> </ul>	<p>PP pupils successfully complete online homework tasks</p> <p>More PP pupils access BYGIT, leading to greater positivity towards school (participation rates, PASS survey results)</p>	JC/MD W		Digital learning materials (PP portion) £1100
Promote the use of literacy and numeracy across the curriculum	<ul style="list-style-type: none"> <li>Develop further the curriculum challenge activities, providing engaging opportunities to encourage pupils to make connections across the curriculum e.g. Writing/art days and Maths enrichment days (B1, B2)</li> <li>Provide staff training so that there are more opportunities to practice reasoning across</li> </ul>	<p>Assessments demonstrate improved writing skills across the curriculum (work scrutiny, assessments)</p> <p>Examples of literacy, numeracy, especially reasoning, evident in</p>	MDW/J C		Enrichment (PP portion) £500

	the curriculum (opportunities for learners to apply their skills across the curriculum and providing additional opportunities to engage all learners) (B3)	books and drop-ins Improvement in reasoning scores in assessments			
More curricular time with increased personalised support	<ul style="list-style-type: none"> <li>Additional specialist Maths and English staffing. (B1)</li> <li>Additional curricular hour in KS2 timetabled as part of lessons in sets (rather than stand-alone) with more developed personal relationships (B1, B2)</li> </ul> Personalised classroom expectation of PP pupil by all staff (will contribute twice every lesson, names in randomiser twice, direction towards 'gold' success criteria) (B2, B4) <i>EEF +2/3 months</i>	Additional time/staffing has a significant impact on achievement at KS2  PP pupils' active engagement is evident in lessons (drop-ins, observations)	KR		Extra staffing (PP portion) £6800
Improve use of homework time	<ul style="list-style-type: none"> <li>Continue to subsidise the purchase/provision of curriculum access materials – access and extension materials (B2)</li> <li>Fund TA to support vulnerable pupils during homework club/BYGIT (Before You Get In Trouble) club (B2)</li> </ul> <i>EEF +2 months</i>	Pupils make effective use of homework time and complete tasks  Increased PP attendance at homework club	KR		Subsidies of materials £200  BYGIT support TA time £2600
Further improve quality of monitoring, evaluation and understanding of the progress of groups of learners	<ul style="list-style-type: none"> <li>External support – QA review of PP, SEN, LoA and Maths</li> <li>Middle leaders review cycle with SLT</li> <li>Use of qualitative data from the PASS survey to understand barriers</li> <li>Use of assessment information from GL Assessments to track and evaluate pupil progress</li> </ul>	Reports from external support colleagues evidence high quality monitoring and evaluation of groups of learners  Half-termly feedback to SLT by middle leaders	SLT		External support £1400  GL Assessments (PP portion) £1700
Continue to support teachers in engaging all pupils so that progress is	<ul style="list-style-type: none"> <li>Quality teaching first – CG training, further investment in school and across MAT (B2)</li> <li>Continuing Teacher CSPD through triads and best practice seminars (B2)</li> </ul>	Evidence from observations and drop-ins shows high quality learning experiences	ST		Training (PP portion) £1200

accelerated for all.	<ul style="list-style-type: none"> <li>All staff PM focus on 'challenge for learning', particularly challenging most able pupils (B2)</li> <li>Classroom staff check PP pupils are working at challenging success criteria (B2) <i>EEF Evidence +5/+8 months</i></li> </ul>	PP pupils are challenged appropriately to their ability (observations, work scrutiny, pupil voice)			
Further embed reading culture throughout the school	<ul style="list-style-type: none"> <li>PP pupil group given opportunity to recommend books for the library to purchase (B2)</li> <li>Maintain the high profile of AR through school display, DEAR, assemblies, house competitions funding rewards for engagement (B1)</li> <li>Further develop paired reading programmes with PP pupils and mentors and readers (B1, B2) <i>EEF Evidence +5 months</i></li> </ul>	Proportion of PP pupils reading at benchmark or above increases	MDW		Funding for library £300
<b>Maximise effectiveness of mentoring, intervention and targeted learning</b>					
Refine the use of TAs to best support PP pupils	<ul style="list-style-type: none"> <li>Expand the BYGIT programme to enable homework/organisation support (B1)</li> <li>TAs know the PP pupils in their classes well and support appropriately to needs (organisational skills, directing to challenging success criteria) (B1, B2)</li> <li>Class teachers and TAs liaise closely before and after lessons to refine classroom approaches for disadvantaged pupils</li> <li>Monitoring of the effectiveness of provision carried out by middle leaders <i>EEF Evidence +1 month</i></li> </ul>	<p>Drop-ins/observations evidence that PP pupils are well supported by TAs</p> <p>Effective liaison between teachers and TA's is evident (observations, teacher planning)</p> <p>SENCO feedback half-termly to SLT</p>	RC		Middle Leaders Management time £8200
Departments funded to meet specific needs of their learners	<ul style="list-style-type: none"> <li>Equipment is made available to address needs of PP pupils (e.g. pencil case of maths equipment, Ready style subscriptions for more able) (B2)</li> <li>Library allocated funds for PP pupil group to spend on books for the library (B2)</li> </ul>	Spending has a positive impact on the school experience of PP pupils (pupil voice)	SLT		Teaching Community funds £1200

Further develop the reading peer programme to build on the effectiveness of 2016-17.	<ul style="list-style-type: none"> <li>• Use of STAR reading test to identify appropriate pupils, PP pupils being reading mentors and mentees (B1, B2)</li> <li>• Build in a rewards package that rewards improvement to maximise pupil engagement (B2) <i>EEF Evidence +5 months</i></li> </ul>	Peer reading participants feel more positive about their school experience (PASS survey, pupil voice)	MDW		Rewards (pp portion) £100
Encourage participation by PP pupils in afterschool interventions	<ul style="list-style-type: none"> <li>• Provide after school 'bonus time' for pupils in English and Maths (B1)</li> <li>• Incentives for pupils to attend afterschool 'bonus time' (B2) <i>EEF Evidence +2 months</i></li> </ul>	PP access 'bonus time' sessions (participation figures)	MDW/JC		Bonus time rewards (pp portion) £100
Provide effective 1:1 or small group interventions	<ul style="list-style-type: none"> <li>• PP prioritised for broad range of intervention programmes (B1)</li> <li>• Assessment information from GL Assessments, STAR Reading and teacher assessments used to accurately pinpoint the needs of pupils</li> <li>• Middle leaders continuously evaluate the impact of interventions <i>EEF Evidence +4/+5 months</i></li> </ul>	PP pupils make accelerated progress compared to pupils who do not experience the intervention	MDW/JC		Intervention programmes £59000
Provide high quality induction for pupils joining the school in Y5 and Y7	<ul style="list-style-type: none"> <li>• Hold an additional induction day and focussed support for pupils who join the school midway in Y7 (B2)</li> <li>• Extend the free summer club to new Y7 pupils as well as Y5 (B2)</li> <li>• Widen the range of induction events for Y4 pupils (e.g. challenge afternoon, film night) <i>EEF evidence +2 months</i></li> </ul>	Pupils feel confident on entry (pupil voice) and so make progress in line with existing other pupils (assessment data)	MD/SD		Summer Club (PP portion) £300  Induction events (PP portion 100)
Meet the social and emotional needs of vulnerable pupils	<ul style="list-style-type: none"> <li>• Provide an invitation only lunch club for vulnerable pupils</li> <li>• Subsidise breakfast club for PP/PA (persistent absentee) pupils</li> <li>• Fund TA support for homework club</li> </ul>	<p>Vulnerable pupils feel positive about their school experience (PASS survey, pupil voice)</p> <p>PP pupils take up opportunities to attend (participation figures)</p>	RC		Lunch club TA support (PP portion) £500  Breakfast Club subsidies

					£800
<b>Maximising pupil and parent engagement</b>					
Promote an understanding of the importance of the learning process for pupils	<ul style="list-style-type: none"> <li>• CSPD on a growth mindset approach. Extended SLT member to lead across the MAT.</li> <li>• Training for staff through CSPD and teacher triads</li> <li>• Personalised growth mindset support for individual pupils (B2)</li> <li>• Teacher feedback values process as well as outcome (B2)</li> </ul> <i>EEF Evidence +4 months</i>	<p>Techniques encouraging a growth mindset are evident (drop-ins, observations, work scrutiny, pupil voice)</p> <p>Half-termly feedback to SLT</p>	MD		
Ensure all PP pupils participate in enrichment activities	<ul style="list-style-type: none"> <li>• Subsidise some residential visits and trips for PP pupils (B2)</li> <li>• Offer free loan of musical instruments (B2)</li> <li>• Seek pupil voice to identify barriers and opportunities for enrichment (B2)</li> <li>• Extended SLT member to monitor participation and extend enrichment opportunities for PP pupils (B2)</li> <li>• Communicate clearly with parents about the support we can offer (letter at beginning of year, as opportunities arise)</li> </ul> <i>EEF Evidence +2/+4 months</i>	<p>All PP pupils take some extra-curricular opportunities (participation figures, subsidy levels)</p> <p>Half-termly feedback to SLT</p> <p>Parent voice</p>	MD		<p>Subsidies for trips/visits £5100</p> <p>Loan of musical instruments £200</p> <p>Extended SLT position £2000</p>
PP pupils understand that they are valued stakeholders in their education	<ul style="list-style-type: none"> <li>• Timetabled, structured pupil voice discussions for PP pupils to enable an understanding of barriers and effective rewards (B2)</li> <li>• Provide a fund for pupils to spend (e.g. on library books) (B2)</li> </ul>	<p>PP Pupils feel valued and so more positive and engaged (PASS survey, pupil voice)</p>	KR/MD		

<p>Continue to prioritise attendance of vulnerable groups (PP and SEND particularly) so that attendance is in line with NAv.</p>	<ul style="list-style-type: none"> <li>• Communicate with parents regularly regarding attendance</li> <li>• Raise the significance of the role of the form tutor, expecting weekly information for all pupils and frequent discussions with PA pupils</li> <li>• Develop the specific role of PSAs in supporting attendance</li> <li>• Employ 'Attend EDC' to intervene where pupils' attendance is a concern</li> <li>• Effectively monitor, track and intervene with attendance issues</li> </ul>	<p>PP pupils attend school well, in line with NAv (attendance figures)</p> <p>PA pupils are attending more often (attendance figures)</p>	<p>SD</p>		<p>PSA Role (PP portion) £3900</p> <p>Attend EDC (PP portion) £400</p>
<p>Further raise pupils' positivity about their school experience</p>	<ul style="list-style-type: none"> <li>• Funding of PASS survey to evaluate qualitative data e.g. pupils who are negative about school and intervene</li> <li>• Whole school focus on pupil praise</li> </ul>	<p>Pupils feel positive about school and their teachers (PASS survey, pupil voice)</p>	<p>SD/MD</p>		
<p>Some pupils are better able to regulate their behaviour and so make better progress</p>	<ul style="list-style-type: none"> <li>• Purchase self-regulation training and resources (SUMO)</li> <li>• Run self-regulation programmes with selected pupils</li> <li>• Develop use of self-regulation programmes across MAT first schools.</li> <li>• Offer support to vulnerable pupils through counselling service, Base 25</li> </ul>	<p>Behaviour outbursts are less frequent amongst pupils on the programmes (behaviour monitoring points/records)</p>	<p>RC</p>		<p>SUMO £400</p> <p>Base 25 (PP portion) £200</p>